

DOCUMENT RESUME

ED 302 229

IR 013 650

AUTHOR Mazrui, K.; And Others
TITLE Designing and Writing of Distance Education Materials for Basic Education and Development Training Programmes. A Report on the 1987 Workshop Series.
INSTITUTION Nairobi Univ. (Kenya). Coll. of Adult and Distance Education.
SPONS AGENCY German Foundation for International Development, Bonn (West Germany).
REPORT NO DOK-1475-A/a
PUB DATE 87
NOTE 58p.
PUB TYPE Reports - Descriptive (141) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Adult Education; Correspondence Study; *Developing Nations; *Distance Education; Foreign Countries; Illustrations; Instructional Design; *Instructional Materials; Literacy Education; *Material Development; Postsecondary Education; Production Techniques; *Program Evaluation; Secondary Education; Skill Development; Teacher Education; *Workshops
IDENTIFIERS *Africa (East)

ABSTRACT

A series of two 2-week workshops was conducted in East Africa in 1987 by the German Foundation for International Development to assist educators in the development of instructional materials for distance and adult education. These workshops were designed to: (1) bring together writers of distance education materials to share their experiences and learn together; (2) build a core of experienced distance education materials designers and writers who would disseminate their skills throughout the region; (3) familiarize course writers with what is involved in a distance education system; (4) equip course writers with the skills needed to design a specific correspondence course; and (5) have course writers plan, develop, and write a unit for a specific course. Topics covered in the workshops included the essential elements of distance education; the characteristics and needs of distance learners; course development for distance education; course production; assessment of learners; and testing and evaluating the course materials. More than 20 participants from Kenya, Somalia, and Tanzania met in March for 2 weeks, then returned to their institutions and completed the units outlined and designed at the workshop. They met again August for 2 weeks to present their units and have them commented on by other participants and facilitators. Five publications which constituted the basic documentation for the workshops are listed, and three appendixes provide the results of summative evaluations of the workshops, a list of participants, and a list of units produced at workshops in 1985-1987. (EW)



COLLEGE OF ADULT AND DISTANCE EDUCATION
UNIVERSITY OF NAIROBI

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ED302229

DESIGNING AND WRITING OF DISTANCE EDUCATION MATERIALS FOR BASIC EDUCATION AND DEVELOPMENT TRAINING PROGRAMMES

A Report on the 1987 Workshop Series

Edited by
K. Mazrui, I. B. Matiru, D. Gachuhi

DOK 1475 A/a

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GERMAN FOUNDATION FOR INTERNATIONAL DEVELOPMENT
CENTRE FOR EDUCATION, SCIENCE AND DOCUMENTATION
BONN/FEDERAL REPUBLIC OF GERMANY 1987
DEUTSCHE STIFTUNG FÜR INTERNATIONALE ENTWICKLUNG

INTRODUCTION

The demand for distance education programmes in East Africa has greatly increased over the last six years. This is reflected in the growing number of government sponsored distance education programmes. Many of these programmes are being offered by the College of Adult and Distance Education (CADE) in Kenya.

The courses run by the College now enroll up to 10,000 students at a distance. By the end of 1987, the Adult Education Teachers Course will be training about 5,000 literacy teachers all over Kenya. The Department of Adult Education in the Ministry of Culture and Social Services requested CADE to design and run this course through correspondence course study guides and the radio. The In-service Course for Primary School Teachers has now enrolled 4,821 students who are teaching in primary schools in every part of the country. These teachers are undertaking a three year course, at a distance, with CADE.

Other institutions such as the Co-operative College of Kenya, the Kenya Institute of Education (KIE), the Hadley School for the Blind, Tom Mboya Labour College, the African Institute for Economic and Social Development (INADES), the Kenya Institute for Special Education (KISE), the

African Medical Research Foundation (AMREF), the National Correspondence Institute in Tanzania, the Institute for In-service Teacher Training (IITT), Somalia, and the Centre for Continuing Education, Makerere University, Uganda, are also offering programmes at a distance. The demand for such courses is increasing every year.

The German Foundation for International Development (DSE), over the years, has sought to provide assistance to education programmes in East Africa and other countries in the region, by way of training professional personnel in basic education, adult literacy and development. DSE therefore found it appropriate to develop a training package, in collaboration with CADE, to train writers of distance education materials. The package consists of a series of two, two-week workshops.

The implementation of the series began in March 1985 with DSE providing financial assistance and external consultants and CADE providing local resource persons and support services. This cooperation, which was to last for three years, has now completed three training cycles.

OBJECTIVES OF THE WORKSHOP

The 1987 workshop series had the following main objectives:

- . To bring together writers of distance education materials from formal and non-formal development training programmes to share their experiences and learn together.
- . To build a core of experienced distance education materials designers and writers who would disseminate their skills throughout East Africa.
- . To familiarize course writers with what is involved in a distance education system.
- . To equip course writers with the necessary skills to design a specific correspondence course.
- . To have a course writers plan, develop and write a unit for a specific course.

WORKSHOPS VENUE

The programme demanded both commitment and seriousness on the part of the participants in order to achieve the workshop objectives. It was therefore decided that three factors would be taken into consideration for the selection of a venue.

The first factor was that a venue should be far away from the places of work of most participants. The second factor was that the cost of the workshop should be reasonable and within the accepted budget of DSE. The third and final factor was that the venue should have adequate facilities for plenary as well as group work sessions and have a conducive atmosphere for intensive work.

Taking the above factors into consideration the workshops were held at South Coast, Kwale District, in both March and August 1987.

INSTITUTIONS REPRESENTED AT THE WORKSHOPS

The participants at the 1987 workshops were drawn from 10 institutions and organizations. These were:

- The College of Adult and Distance Education (CADE)
- The Department of Adult Education (DAE)
- The Kenya Institute of Special Education (KISE)
- The Co-operative College of Kenya
- Teacher Training Colleges
- Secondary Schools
- The Kenya Institute of Education (KIE)
- The Ministry of Education
- The National Correspondence Institute, Tanzania
- The Institute for In-service Teacher Training, Somalia

In the March 1987 workshop there were 26 participants while in August there were 23.

The participants at the 1987 workshop series represented three countries: Kenya, Somalia and Tanzania.

FACILITATION

The Designing and Writing of Distance Education Materials for the Basic Education and Training Programmes Workshop Series had external as well as local facilitators. There were 3 external consultants:

- Dr. W. Laaser from the Fernuniversität
Hagen, Germany
- Mr. E. Chen, Israel
- Ms A. Dietrich, DSE, Bonn, Germany

The local facilitators were:

- | | | |
|---|------------------|---------------------|
| - | Mr. K. Mazrui | Trainer/Coordinator |
| - | Mrs. I.B. Matiru | Trainer/Editor |
| - | Mrs. D. Gachuhi | Trainer/Editor |
| - | Mr. B. Gitau | Trainer |

- | | | |
|---|-------------------|----------------|
| - | Mr. J. Odumbe | Trainer |
| - | Mrs. J. Kamau | Trainer/Editor |
| - | Mr. J. Sanna | Artist |
| - | Mr. M. Ombura | Artist |
| - | Mr. P. Kinyanjui | Guest Lecturer |
| - | Bro. Ray Boisvert | Guest Editor |

The workshop administrator was Mr. G. Kimani from CADE.

The facilitators, who are generally referred to as the faculty, gave inputs, led group and plenary discussions and advised the writers individually on the development of their units. The core faculty members, Mazrui, Matiru, Gachuhi and Gitau followed up and advised the workshop participants between and after the workshops. Several meetings were organized with the writers either in groups or individually. These meetings involved a discussion of the difficulties experienced by the writers, planning, developing and pre-testing questionnaires and making arrangements for field testing. Three one-day seminars were also held at CADE for the

Adult Education Teachers Course and the In-service Primary Teachers Course. In addition to meeting with the participants, the faculty met with the heads of institutions to discuss institutional support for the workshop.

THE TRAINING MODEL USED AT THE WORKSHOPS

The training model used for the workshops on designing and writing distance education materials was in three stages.

Stage 1

The first stage consisted of a two week training workshop at the beginning of the year (March/April). During these two weeks the participants had inputs on how to design a distance education unit and what is involved in writing such a unit. They completed a detailed topic outline for their unit including the writing of unit objectives. The participants were guided on how to write the unit and completed part of it at this workshop. After the workshop, they returned to their institutions and completed the rest of the unit.

Stage 2

During this stage participants were back at work in their institutions and wrote the rest of the unit they had designed and outlined in Stage 1. They sent their draft to the facilitators for comments. The facilitators visited as many participants as possible. All units were pre-tested during this stage. However, at the end of this stage (5 to 6 months) the units were typed and duplicated in adequate numbers for peer review and sharing. There were suggestions for illustrations and the units were ready for detailed editing.

Stage 3

After six months the participants came together again for another workshop of two weeks to present their units and to have them commented on by the other participants and facilitators. Each participant had the unit edited by a group and re-wrote it for final typing. All illustrations were planned, drawn and inked in. When the participants returned to their institutions their units were ready for copy editing and printing.

WORKSHOP METHODS AND PROCEDURES

The participants were involved in negotiating some of the objectives and procedures of the workshops. Questions of areas of emphasis, treatment, sequence and application were decided only after the participants had met to discuss the purpose and procedures of the workshops.

The core of the workshops was seen as a guided practicum in which the participants designed and drafted one distance education unit and wrote the detailed text.

Lectures, discussion groups, and individual consultancies were used to explain concepts, teach and reinforce skills and techniques and introduce the tasks of the practicum. Moreover, participants were encouraged to share their experiences and written materials with their colleagues and the faculty during plenary sessions.

The workshops were evaluated on a daily basis by the participants. They also completed a more comprehensive questionnaire which was analysed and the results discussed in plenary before the end of the workshops (see Appendix 1).

DOCUMENTATION AND LIBRARY RESOURCES

The following constituted the basic documentation of the workshop:

1. International Extension College. Writing for Distance Education: Manual.
Cambridge: International Extension College, 1979.
2. International Extension College. Writing for Distance Education: Samples.
Cambridge: International Extension College, 1979.
3. Holmberg, Borje. Distance Education.
Stockholm: Liber Hermods, 1982.
4. Bhola, H.S. Writing for New Readers:
Chapter 4. DSE Occasional Papers, No. 1, 1986.
5. Holmberg, Borje. Selected Papers on Distance Education. Fernuniversitat, Hagen, Manual and Units 1-5, 1982.
6. Fourteen papers prepared specifically for the workshop.

In addition to these basic texts, a specialized collection of reference books, textbooks and monographs on the subject of distance education was brought to the workshops for reference and use by the participants. They also came to the workshops with most of the reference materials they needed to write the subject content of their unit.

TOPICS COVERED IN THE WORKSHOPS

The following topics constituted the main inputs in fulfilling the objectives of the workshops:

1. Essential elements of distance education
2. Characteristics and needs of distance learners
3. Course development for distance education
 - (a) The process of course development
 - (b) Writing objectives
4. Course production
 - (a) Principles and stages of course writing

- (b) Interactive instruction
 - (c) Presentation: style, format, language, illustrations
 - (d) Principles of editing
 - (e) Production process
5. Assessment of learners
6. Testing and evaluating the course materials.

ACHIEVEMENTS OF THE WORKSHOPS

The 1987 workshops realized achievements in several areas.*

Units written

The majority of the workshop participants had never undergone an intensive training course in writing. It is therefore a reflection on the success of these workshops that a total of 26 units of about 45 pages were designed, written and illustrated. Participants undertook to write urgently needed materials for six different courses. Some of these materials are already printed and being used by learners studying at a distance.

* A Handbook dealing with all the topics covered in the workshops is under preparation and will be available for the 1988 workshop series.

The following table further summarizes these achievements.

Table 1

Total number of units designed, written, illustrated and edited

Course	1987
In-service course for Primary School Teachers	7
Foundations Course for Adult Education Teachers	10
Co-operative Knowledge	2
Health Learning Materials	3
KCE subjects	1
Special Education Course	1
Courses for Tanzanian Adults	2
TOTALS	26

Illustrating the Units

The production of these units would not have been complete without graphics. There were continuous consultations between each writer and the graphics department during which suggestions for the covers, symbols and line drawings were discussed. Writers discussed their ideas

for illustrations with the facilitators. The artists then made rough sketches. Once these were approved by the writer and the group, the artists prepared the final artwork. The total number of illustrations is shown in Table 2.

Table 2

Completed graphic for the units

Type of graphic	1987
Covers	8
Symbols	5
Line drawings	262

The new symbols developed in the 1987 workshop, as well as those developed in 1985 and 1986, are being adopted for use by many institutions in East Africa.

Although the majority of the writers at the workshops had done a little writing, none had any intensive training on the writing of distance education materials. Moreover 21 out of a total of 26 participants in this workshop had never written any distance education

materials. It is therefore a major achievement that various institutions in East Africa have an additional 26 well trained writers who also have basic experience in editing. Table 3 shows which institutions have had writers trained in the 1987 workshops.

Table 3

Writers trained at the 1987 workshops

Institution	1987
College of Adult and Distance Education	5
Teachers Colleges	2
Kenya Institute of Education	2
Co-operative College of Kenya	2
Kenya Institute of Special Education	2
Institute for In-service Teacher Training	1
Dagoretti High School	1
Department of Adult Education	6
National Correspondence Institute (Tanzania)	2
TOTAL	23

It should be noted that the writers who are working in teacher training colleges, KIE and secondary schools are all writing courses for CADE (5).

New skills acquired at the workshop

As a result of all the inputs and practical sessions at the workshops, as well as the experience gained in the interim between workshops, all the writers are able to:

- define the educational needs to be met by their institutions or courses;
- define their learners' needs and characteristics;
- identify the available resources for a particular distance education course;
- state the objectives of the course;
- describe possible alternative methods in order to meet the objectives of the course within the limitations of the institutions' resources;

- work out the details of the chosen methods in the subject content areas by preparing a content synopsis;
- plan the course format, cover design and illustrations;
- do substantive and copy editing;
- work out the evaluation procedures for the course.

It is interesting to note that the participants of these workshops have already applied these skills in the regular course of their duties at their places of work. For example, Mr. Ndungu, Mr. Ndalul, Mr. Al-Maawy, Mrs. Mugo, Mr. Mwathi, Mrs. Karanja, Ms Runo, Mr. Kariuki, Mr. Kimani and Ms Addo are all developing new distance education courses. Mr. Al-Maawy is writing an IRE course book for KIE. This is a result of the training they received at the workshops. CADE staff are using their new knowledge and skills to train their colleagues. Other participants like Mr. Ogolla have received promotion partly due to their participation in these workshops.

Establishment of a superior library

A number of titles have been donated by DSE to the workshop library. A small resource library is now being built up in the administrator's office. These reference materials will be useful in future training workshops. Each participant also received 6 personal copies of outstanding books in this field, which many are using to train other colleagues.

Dissemination of information

As part of the workshop series, a newsletter was published during Stage 2 of the workshop. This was the third edition of the 'Distance Educator'. It kept participants and faculty in touch with one another. In addition to doing this, the newsletter also:

- informed other members of the public about the workshops;
- reviewed recent scholarly publications in the field of distance education;
- gave news of current events in distance education;

- provided bio-data on distance educators.

Although only 300 copies of each newsletter were printed it has been learnt from reliable sources that well over 2,000 people have read this issue.

Four articles have been written about the 1987 workshops. One appeared in the Nation newspaper in September 1987 and another article was published in Development and Cooperation. Two other reports appeared in the Coast week and Alliance Hotels Newsletter.

REQUESTS FOR FUTURE WORKSHOPS

Due to the success of these workshops, as far as the training of writers is concerned, many requests have been received from institutions and organizations for places in the workshop. These requests have come not only from institutions within Kenya but from other East African countries including Tanzania, Uganda, Somalia, Zimbabwe and Sudan.

It should also be noted that other organizations engaged in writing basic education materials have requested their writers to be trained. It would be appropriate if

DSE could consider a partnership with CADE to train these writers.

In conclusion, it should be noted that this workshop series has contributed significantly to meet the development needs of Kenya and neighbouring East African countries. When all the units written in the workshops are printed they will reach a target population of over 100,000 Kenyans. Considering the fact that these people would not have received training without these distance educational materials, their educational status has been greatly enhanced. In addition these materials are now being disseminated and shared in the rural areas where there are often no other reading materials available.

APPENDIX 1

WORKSHOP EVALUATIONS

MARCH 1987

AUGUST 1987

SUMMATIVE EVALUATION OF THE WORKSHOP FOR MARCH 1987

All figures are given in per cent (%)

n = 26

1. Pre-workshop information/preparation

Did you receive the Project Description?	Yes	(75)
	No	(25)

Did you read it before the workshop?	Yes	(75)
	No	(25)

Did the Project Description give you enough information on this special type of workshop?	Yes	(52)
	No	(48)

When did you get your invitation?	mid February
-----------------------------------	--------------

Do you think you got invited early enough to prepare yourself for the workshop?	Yes	(46)
	No	(54)

What did you do to prepare for the workshop?	(Please specify)
---	---------------------

2. Conference facilities

	very good	good	fair	poor	very poor
Accommodation	75	25	0	0	0
Food	29	50	21	0	0
Conference room	11	29	42	8	4
Facilities for group work	23	32	36	9	0
Facilities for individual work	25	42	25	8	0
Typing/Secretarial services	25	46	25	4	0

3. Time

	Not enough	just right	more than enough
For information inputs in plenary	18	68	14
For reporting back sessions	22	78	0
For group work	17	67	16
For individual writing	63	33	4

4. Content

How do you rate each of the following presentations made during the workshop.

	Very Good	Good	Fair	Poor
Introduction to action training model	29	42	25	4
Introduction to workshop documentation	27	59	14	0
Distance Education: An overview	29	63	8	0
Course development: From planning to printing	33	46	21	0
Using what we know about learner characteristics	42	46	12	0
Writing objectives	46	50	0	4
From programme to course to unit to lesson	25	46	29	0
How to write topic outlines	38	58	4	0
Format-Layout	31	52	17	0
Writing to be read and understood	27	59	14	0
Active learning	25	50	25	0
Assignments	4	71	21	4
Review and pretesting of distance education materials	4	42	42	12

27

- . re-wrote unit in light of field testing (2)
- . analysed data (3)
- . duplicated copies for workshop (4)
- . wrote more units (2)
- . designed cover (2)
- . prepared symbols (1)

Answers to Question 2

- . illustrations were not done, so received none (1)
- . needed more typists (1)
- . there were no library books and they were needed (2)
- . too many people left their documents at home (1)
- . the artists worked very hard (1)
- . the artists should have held meetings with the individuals to get the correct information (4)
- . the workshop was well organized since everyone fulfilled their appointed tasks (1)
- . Good overall organization (3)

5. Methods

5.1 What do you think about the day to day planning of the programme by the Steering Committee?

	very much	much	some- how	hardly	not at all
Did it contribute to tailoring this programme to your professional needs?	14	23	54	9	0
Was it confusing?	9	4	22	30	35
If you made any suggestions, do you think they have been taken into account by the Steering Committee?	26	9	26	13	26

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- . Bus left late (1)
- . Groupings should have been done in March by closely related subjects. This has been better now. (1)

Answers to Question 5

- . All was well planned (2)
- . Had ample time to put into practice what was taught in plenary (1)
- . Need more papers, especially on symbols, covers and layout (1)
- . Faculty concentrated on their work, excellent effort (4)
- . Resource persons were not willing to assist members not in their group (1)
- . Little time for re-writing and paste-up (2)
- . Not enough time for group editing as well as individual re-writing (2)
- . Members of the group greatly assisted me in editing (4)
- . Resource persons should help participants instead of doing their own individual work (1)

5.2 Group work

	very much	to some extent	hardly	not at all
Did group work contribute to clarification of concepts you might not have understood?	58	42	0	0
Did you get assistance in writing from group members?	46	42	12	0
Did you get assistance in writing from resource persons?	67	21	8	4
Did advice by resource persons assist you in revising/improving your text?	71	25	0	4
Did peer review assist you in revising/improving your text?	45	32	9	14

5.3 Sharing in plenary

Was sharing in plenary useful when discussing the following topics?

	very much	much	some- how	hardly	not at all
Learning characteristics	30	44	26	0	0
Topic outlines	27	32	27	9	5

23

Answers to Question 9.1

- . Many (9)
- . Very many (1)
- . two (1)
- . ten (5)
- . twelve (1)
- . More than 30 (2)

Answers to Question 10

- . More institutions should be included e.g. pastoral institutes (1)
- . I have enjoyed the workshop very much (1)
- . Introduce such a course at the post-graduate level (1)
- . Dining service left a lot to be desired (1)
- . Use CADE artists in future for follow-up (1)
- . Have a venue nearer town (1)
- . Change credit on symbols paper to read 'compiled by...' (3)
- . Since we are now fully trained, CADE should make use of us in future (2)

6. Documentation

	very good	good	fair	poor	very poor
In your opinion: How good was the resource library available during the workshop?	8	25	38	25	4
In your opinion: How good were the manuals and handbooks you have been provided with?	50	38	8	4	

7. Follow-up

- 7.1 Which major difficulties do you anticipate in writing your course when back at work?
- 7.2 How could resource persons from CADE assist you in overcoming these difficulties?

- . Pre-testing results were not taken seriously at the workshop (1)
- . There is a need for follow-up workshops that we could come to in one or two years for more advanced training (1)
- . By now there should be a collection of well organized documents based on previous workshops including papers, symbols and teaching materials (1)
- . Knowledge should be treated as public rather than private (1)
- . My colleagues should have a chance to attend such workshops (1)
- . Some inputs should be done in groups rather than plenary (1)
- . Looking forward desperately for other workshops (1)
- . Avoid mixing CADE administrative policy issues and suggestions (1)
- . I am thankful to the organizers for making the programme work this time (1)
- . Give feedback to the writers from the students using the units (1)

8. After all

	very much	much	some- what	hardly	not at all
How much did the workshop contribute to improve your understanding of what distance education is all about?	46	33	21	0	0
Do you think you improved your writing skills during this workshop?	58	13	25	4	0
Did you learn anything useful in regard to that planning of messages in general?	46	21	29	4	0
Did you enjoy the workshop?	33	17	46	4	0
Do you think the workshop was worth your time?	44	22	30	0	4

Answers to Question 1

*What did you do to prepare?

Collected and bought all necessary reference materials.

Arranged materials in draft form.

Instructions for leaving Nairobi were confusing.

Read through files related to continuing education.

APPENDIX 2

LIST OF PARTICIPANTS AT THE WORKSHOPS

Answers to Question 2

Future workshops to be held in a cooler place.
Need a well ventilated place.
I fell in love with the venue, ideal working place.
Conditions too harsh.

Answers to Question 3

Time for writing was too short.
There should be more time for participants to read reference materials.
The workshop should be a little bit longer.
More time was necessary, but sessions well fitted in.

Answers to Question 4

First week should not be wasted but should be used for writing.
Input for pretesting needs more time.

Answers to Question 5

Timetable to be prepared before participants come to venue.
If this is a training course avoid making people write whole units.

<u>N A M E</u>	<u>P O S I T I O N</u>	<u>INSTITUTION OR ORGANIZATION</u>	<u>ADDRESS</u>
1. S.M. Addo	Adult Education Officer	Institute for In-service Teacher Training	P.O.Box 3490 Mogadishu.
2. M.A.Al-Maawiy	Lecturer	Kenya Institute of Education	P.O.Box 30231 Nairobi.
3. Y. Awale	Adult Education Officer	Institute for In-service Teacher Training	P.O.Box 3490 Mogadishu
4. K. Barasa	Lecturer	School of Distance Studies, CADE	P.O.Box 92 Kikuyu
5. H. Bisimba	Lecturer	National Correspondence Institute	P.O.Box 9213 Dar-es-Salaam.
6. R.N. Karanja	Lecturer	Thogoto Teachers College	Private Bag Kikuyu.
7. I. Kariuki	Teacher	Alliance High School	P.O.Box 7 Kikuyu
8. L. Kariuki	Lecturer	Kenya Institute of Special Education	P.O.Box 39420 Nairobi
9. J. Katwa	Adult Education	Department of Adult Education	P.O.Box 42264 Nairobi.
10. J. Kebathi	Provincial Education Officer	Department of Adult Education	P.O.Box 54827 Nairobi.
11. P.P. Keiyoro	Lecturer	School of Distance Studies, CADE	P.O.Box 92 Kikuyu.
12. M.S. arap Kirui	Lecturer	School of Distance Studies, CADE	P.O.Box 92 Kikuyu.
13. D.M. Maina	District Adult Education Officer	Department of Adult Education	P.O.Box 926 Embu.
14. V.W. Mugo	Lecturer	Thogoto Teachers College	Private Bag Kikuyu.
15. M.G. Murai	Lecturer	School of Distance Studies, CADE	P.O.Box 92 Kikuyu.

Workshop in future should be structured and programmed.
Faculty should prepare.
More sharing needed.
Better organization from the start needed.

Answers to Question 6

Faculty should come with more library books.

Answers to Question 7

There should be a one day seminar at CADE to review the workshop.

Answers to Question 9

Have clear coordination from beginning to end especially among faculty.
There was very little socialization.
Increase out of pocket.
Workshop was good.
Such workshops should be encouraged.
Most members of faculty are efficient and diplomatic.

<u>N A M E</u>	<u>P O S I T I O N</u>	<u>INSTITUTION OR ORGANIZATION</u>	<u>ADDRESS</u>
16. P. Mushubi	Lecturer	National Correspondence Institute	P.O.Box 9213 Dar-es-Salaam.
17. L.K. Mwathi	Lecturer	Kenya Institute of Education	P.O.Box 30231 Nairobi.
18. W.W. Nangabo	Lecturer	Co-operative College of Kenya	P.O.Box 24814 Karen.
19. A. Ndal	Teacher	Dagoretti High School	P.O.Box 21070 Nairobi.
20. F.D. Ndungu	District Adult Education Officer	Department of ADULT Education	P.O.Box 290 Machakos.
21. N. Ngendu	District Adult Education Officer	Department of Adult Education	P.O.Box 33 Nyeri.
22. L.W. Njeru	Education Officer	Ministry of Education, Science and Technology	P.O.Box 74471 Nairobi
23. M.B. Njiru	Lecturer	Kenya Institute of Education	P.O.Box 30231 Nairobi.
24. D.S. Nzioki	Lecturer	Co-operative College of Kenya	P.O.Box 24814 Karen.
25. W.W. Ogolla	Adult Education Officer	Department of Adult Education	P.O.Box 42264 Nairobi.
26. M. Runo	Lecturer	Kenya Institute of Special Education	P.O.Box 39420 Nairobi.
27. E. Shivutse	Senior Lecturer	School of Distance Studies, CADE	P.O.Box 92 Kikuyu.
<u>Resource Persons</u>			
28. A. Dietrich	Consultant, DSE	German Foundation for International Development	Hans-Bockler Str.5 D 5300 Bonn 3.
29. E. Chen	Consultant, DSE		9 Rehov Bar-Ilan Givat Shmuel 51905 Israel

SUMMATIVE EVALUATION OF THE WORKSHOP FOR AUGUST 1987

All figures are given in per cent (%)

n = 23

1. Pre-workshop information/preparation

Did you receive the Project Description?	Yes (91.3)
	No (8.7)
Did you read it before the workshop?	Yes (86.9)
	No (13.1)
Did the Project Description give you enough information on this special type of workshop?	Yes (60.8)
	No (33.1)
	N.R. 6.1
When did you get your invitation?	
Do you think you got invited early enough to prepare yourself for the workshop?	Yes (91.3)
	No (4.3)
	N.R. 4.4
What did you do to prepare for the workshop?	(Please specify)

<u>N A M E</u>	<u>P O S I T I O N</u>	<u>INSTITUTION OR ORGANIZATION</u>	<u>ADDRESS</u>
30. D. Gachuhi	Consultant	College of Adult and Distance Education	P.O.Box 21529 Nairobi.
31. B.K. Gitau	Director, SDS	School of Distance Studies CADE	P.O.Box 92 Kikuyu.
32. J. Kamau	Lecturer/Editor	Faculty of External Degree, CADE	P.O.Box 30688 Nairobi.
33. P. Kinyanjui	Principal, CADE	CADE	P.O.Box 92 Kikuyu.
34. W. Laaser	Professor	Fernuniversitat	Postfach 940 D-58 Hagen.
35. B. Matiru	Consultant	College of Adult and Distance Education	P.O.Box 24544 Karen.
36. K. Mazrui	Co-ordinator	School of Distance Studies CADE	P.O.Box 92 Kikuyu.
37. J. Odumbe	Lecturer	Faculty of External Degree, CADE	P.O.Box 92 Kikuyu.
<u>Administration</u>			
38. G. Kimani	Administrator	School of Distance Studies	P.O.Box 92 Kikuyu.
39. G. Gichuru	Technical Typist	Institute of Adult Studies, CADE	P.O.Box 92 Kikuyu.
40. J. Kamunyu	Typist	School of Distance Studies	P.O.Box 92 Kikuyu.
41. J. Ong'ino	Typist	Institute of Extra Mural Studies, CADE	P.O.Box 92 Kikuyu.
42. S. Wainaina	Typist	Institute of Adult Studies, CADE	P.O.Box 92 Kikuyu.

2. Organization

What is your opinion on the overall organization and resources available to the workshop? Tick the appropriate column against each aspect listed:

	excellent	good	fair	poor	N.R.
Board and lodging	47.8	39.1	13.1	0	0
Conference facilities	39.1	56.5	0	0	4.4
Facilities for individual work	26.1	60.8	8.7	4.4	0
Secretarial assistance	26.1	39.1	34.8	0	0
Administrative assistance	26.1	47.8	21.7	0	4.4
Steering Committee functioning	8.8	56.5	26.1	0	8.6
Resource persons	13.2	56.5	21.7	0	8.6
Workshop Documentation (16 books and 8 papers)	8.7	30.4	39.1	4.4	17.4

3. Objectives

From your point of view, how well has the programme achieved the following objectives of the workshop?

<u>N A M E</u>	<u>P O S I T I O N</u>	<u>INSTITUTION OR ORGANIZATION</u>	<u>ADDRESS</u>
43. F. Wangari	Typist	School of Distance Studies	P.O.Box 92 Kikuyu.
<u>Artists</u>			
44. M. Ombura	Artist	University of Nairobi	P.O.Box 30197 Nairobi.
45. J. Sanna	Artist	University of Nairobi	P.O.Box 30197 Nairobi.

	very well	well	some- what	not at all	N.R.
Sharing writing and field experiences	43.4	52.1	4.5	0	0
Sharing reports on field testing results	30.6	60.8	4.3	4.3	0
Planning the layout and final format of the units	9.0	30.4	60.6	0	0
Having the symbols of the units prepared	34.9	56.5	8.6	0	0
Re-writing edited units and preparing them for final typing	34.9	60.8	4.3	0	0
Having the completed units edited by:					
(a) other participants	56.5	34.9	8.6	0	0
(b) faculty members	43.4	34.9	9.0	4.3	8.4
Having the illustrations prepared	26.3	26.0	21.7	13.0	13.0

APPENDIX 3

LIST OF UNITS PRODUCED AT THE WORKSHOPS

1985 - 1987

4. What is your judgement regarding the presentation of the main topics?

	excellent	good	fair	poor	N.R.
The role of visualization of distance education materials	9.0	39.6	48.0	4.0	0
The editorial process and check list for group editing	21.8	73.9	4.3	0	0
Symbols	21.8	47.8	30.4	0	0
Layout and cover design	13.0	17.3	43.4	17.3	9.0

5. What is your opinion of the workshop methods?

	excellent	good	fair	poor	N.R.
Participative planning of workshop initially and continuously through the Steering Committee	34.7	47.8	17.5	0	0
Inputs and discussions	8.6	69.7	21.7	0	0
Group work	39.1	56.6	0	0	4.3
Individual consultation with resource persons	30.4	52.1	17.5	0	0
Individual work	21.7	61.1	0	8.6	8.6

<u>Course and Subject</u>	<u>U n i t</u>	<u>Author</u>	<u>written in</u>	<u>remarks</u>
<u>Foundation Course</u>				
Adult Education and Development	5: Adult Education and Income-Generating Activities	F. Nderitu	1985	obsolete*
	6: Government and the People of Kenya		1985	obsolete
Policy and Philosophy of Adult Education	5: General Philosophical Aspects of Adult Education	E. Mudola	1985	obsolete
	6: The Future of Adult Education in Kenya		1985	obsolete
Curriculum Development, Planning and Administration	5: Identification of Local Resources in Implementing the Curriculum	J. Mungai	1985	obsolete
	6: Evaluation of Instruction and Learning Processes		1985	obsolete
Kiswahili	Remedial Unit	A. Wanekaya	1985	obsolete
Methods of Teaching Adults	5: Developing and Using Instructional Resources for Teaching	H. Yego	1986	obsolete
	6: Summary of the Course	J. Kairu	1986	obsolete
Human Relations and Communication	5: Group Dynamics Techniques	J. Nguru	1986	obsolete

* Due to recent changes of the curriculum these units have not been printed.

Comments

6. In your opinion did workshop methods encourage active participation in learning?

Completely	(30.4)
To a great extent	(56.5)
To some extent	(13.1)
Not at all	(0)

7. To what extent has this workshop met your professional needs?

Completely	(17.4)
To a great extent	(60.8)
To some extent	(21.8)
Not at all	(0)

8. All said and done, do you think coming to this workshop was worth your time?

Yes	(95.6)
No	(4.4)

<u>Course and Subject</u>	<u>U n i t</u>	<u>Author</u>	<u>written in</u>	<u>remarks</u>
	6: Human Communication Problems and How to Overcome Them	A. Oyombe	1986	obsolete
<u>Adult Education Teacher Training Course</u>				
Students Handbook		M.G. Murai	1987	printed
Introduction of Adult Education	3: Various Means of Delivering Adult Education	M. Njiru	1987	dropped out
	4: The Role of Adult Education in National Development	D.M. Maina	1987	printed
	5: Provision of Adult Education in Kenya	W.W. Ogolla	1987	printed
Kiswahili	1: The Importance of Kiswahili in National Development	A. Ndalau	1987	printed
Human Relations and Communication Skills	2: Cultural Considerations in Human Relations	L.W. Njeru	1987	printed
	3: Working in Groups	F. Ndungu	1987	printed
	5: Leadership	M.N. Ngendu	1987	printed
Policy and Development of Adult Education	1: Purpose of Adult Education in Kenya	J.N. Kebathi	1987	printed
	2: History of Adult Education	J. Katwa	1987	printed

9. Do you think such a series of writer training workshops should be continued to serve the development training needs in the area of distance education?

Yes	(100)
No	(0)

- 9.1 How many people in your institution still need training? (number of people)

10. Any other comments

<u>Course and Subject</u>	<u>U n i t</u>	<u>Author</u>	<u>written</u>	<u>remarks</u>
<u>In-service Course for Primary Teachers</u>				
Students Handbook		E. Shivutse	1985	ready for printing
Professional Studies	1: The Philosophy of Education	D. Gachuhi	1985	obsolete*
	2: History of Education	D. Gachuhi	1985	obsolete
Arts and Crafts	1: Elements of Art	T.A. Kaderbhai	1985	printed
	2: Patterns and Prints	T.A. Kaderbhai	1985	printed
	3: Collage and Mosaic	T.A. Kaderbhai	1985	printed
English	1: Grammar Part I	A.P. Mwangi	1985	printed
	2: Grammar Part II	A.P. Mwangi	1985	printed
	7: Common Errors	J. Shivutse	1986	ready for printing
Christian Religious Education	2: Dimensions of Religion	I.N. Kariuki	1987	dropped out
	4: God of the Covenant and the Saving God	Br. Ray Boisvert	1985	printed
	5: St. Luke Part I	Br. Ray Boisvert	1985	printed
	6: St. Luke Part II	Br. Ray Boisvert	1985	printed
Geography, History and Civics	1: Methods and Techniques of Teaching GHC	K. Katigo	1986	editorial office
	2: Our Local Environment	J. Sirengo W. Ogolla	1986	editorial office

* Due to recent changes of the curriculum these units have not been printed.

Answers to Question 1

(number of responses)

Received invitation letter

2 days	(1)
2 weeks	(7)
3 weeks	(4)
4 weeks	(3)

before workshop.

Had to find out from where the bus was
leaving on my own

(1)

Prepared for workshop by:

. completing unit	(5)
. completing questionnaire	(1)
. writing letter to sample	(1)
. wrote field testing report	(9)
. sought permission from employer	(1)
. sorted out and collected reference materials	(8)
. read some materials on editing and book production	(2)
. pre-tested units	(11)

<u>Course and Subject</u>	<u>U n i t</u>	<u>Author</u>	<u>written</u>	<u>remarks</u>
Music	1: Music Theory I	S. Nzioki	1986	printed
	2: Introduction to Music of Kenya	S. Nzioki	1986	printed
Home Science	4: Child Care	F. Nturibi	1986	editorial office
Science	7: Force Work, and Simple Machines	M.S. Kirui	1987	ready for printing
	8: Energy and Its Conservation	P.P. Keiyoro	1987	ready for printing
Islamic Religious Education	1: Introduction to I.R.E.	M. Al-Maawy	1987	editorial office
Physical Education	1: Learning Behaviour and Methods of Teaching P.E.	L.K. Mwathi	1987	editorial office
	2: Ball Games	V. Mugo	1987	editorial office
Business Education	1: Home Trade I	G.N. Kimani	1987	editorial office
	2: Home Trade II	R.N. Karanja	1987	editorial office
<u>Basic Co-operative Knowledge</u>				
	1: Emergence of Co-operatives in Kenya	S. Kitenge	1985	printed
	2: Types, Functions and Structures of Co-operatives	F. Kigwi	1985	ready for printing
	3: The Management and Supervision of Co-operatives	P. Ochieng'	1985	ready for printing
	4: Co-operative Banking	G. Nduati	1986	being revised

<u>Course and Subject</u>	<u>U n i t</u>	<u>Author</u>	<u>written</u>	<u>remarks</u>
	5: Co-operative Finance	J. Gachara	1986	ready for printing
	6: Introduction to Co-operative Law	M. Marambii	1986	printed

Introduction to Co-operative Book-keeping

1: Principles of Book-keeping	N. Indeché	1985	ready for printing
2: Classification of Accounts	K. Lundsby	1985	ready for printing
3: Budgeting and Budgetary Control	M.S. Miringu	1985	ready for printing
4: Co-operative Accounting Systems	W.W. Nangabo	1987	editorial office
5: Trial Balance and Balance Sheet	K. Lundsby	1985	ready for printing
Basic Course in Co-operative Education: A Handbook	D.S. Nzioki	1987	editorial office

AMREF

Editing Health Learning Materials:- Handbook

E. Nsubuga 1985 printed

Rural Surgery Study Guide

1: Shock and Wounds	S. Nduba	1985	editorial office
2: Fractures	S. Nduba	1985	editorial office
3: Surgical Infections	S. Nduba	1985	editorial office

<u>Course and Subject</u>	<u>U n i t</u>	<u>Author</u>	<u>written</u>	<u>remarks</u>
Gynaecology and Obstetrics	4: Surgical Conditions of the Limbs	S. Nduba	1985	with reader
	1: Gynaecological Examination	W. Kamau	1985	with reader
	2: Disorders of Menstruation	W. Kamau	1985	with reader
	4: Diseases of the Vulva and the Vagina	W. Kamau	1985	with reader
	5: Sexually Transmitted Diseases	W. Kamau	1985	with reader
	6: Pelvic Inflammatory Diseases	W. Kamau	1985	with reader
Family Planning	7: Infertility	W. Kamau	1985	with reader
	1: Introduction to Family Planning	E. Gatua	1986	final editing
	2: Menstrual Cycle and Pregnancy	E. Gatua	1986	final editing
Nutrition	3: Oral Contraceptives and IUDs	E. Gatua	1986	final editing
	1: Introduction to Nutrition	M. Muiri	1986	with reader
	3: Kwashiorkor and Marasmus	M. Muiri	1986	with reader
Breastfeeding	4: Food and its Uses in the Body	M. Muiri	1986	with reader
	1: Introduction to Breastfeeding	M. Memia	1986	being edited

<u>Course and Subject</u>	<u>U n i t</u>	<u>Author</u>	<u>written</u>	<u>remarks</u>
	2: Breast Milk Production	M. Memia	1986	being edited
	3: How Breast-feeding should begin	M. Memia	1986	being edited
	4: Advantages of Breastfeeding	M. Memia	1986	being edited
Medicine	1: Introduction	C. Omondi	1986	shelved
	2: Anatomy and Physiology of the Respiratory System	C. Omondi	1986	shelved
	3: Diseases of the Nose, Throat and Larynxes	C. Omondi	1986	shelved
	4: Diseases of the Lungs	C. Omondi	1986	shelved
	5: Other Diseases of the Lungs	C. Omondi	1986	shelved
<u>NCI*: Bridging Course for Adults on Introductory Mathematics and Statistics</u>	1: Fundamental Operations	I. Mbenna	1986	printed
	3: Introduction to Set Theory	F. Chaligha	1986	editorial office
NCI : Production Management	1: Production Management:-A Survey	P. Mushubi	1987	editorial office
NCI : Criminal Law	1: An Introduction to Criminal Law	H. Bisimba	1987	editorial office
<u>Kenya Institute of Special Education Course for Primary School Teachers</u>	Introduction to Special Education	M.M. Runo L. Kariuki	1987	editorial office
<u>Continuing Education</u>				
Agriculture	1: Introduction to Agriculture	J. Ngumy	1986	editorial office

<u>Course and Subject</u>	<u>U n i t</u>	<u>Author</u>	<u>written</u>	<u>remarks</u>
English	1: Introductory Unit	K. Barasa	1987	editorial office
<u>Hadley School for the Blind: Kenya Certificate of Education</u>				
Christian Religious Education	Lesson 1-12	M. Ndirangu	1986	dropped out
Kiswahili	Lesson 1-12	E. Getao	1986	printed
<u>Institute for In-service Teacher Training, Somalia</u>				
Health Education Materials	Dehydration and Diarrhoea	S. Addo	1987	printed
	Breastfeeding	S. Addo	1987	editorial office
	Nutrition	S. Addo	1987	editorial office